



BEING HUMAN

Conquering the plague of bullying within society



SCOUTS[®]
Creating a Better World

This resource has been produced in response to bullying issues, actions and campaigns that have appeared on the Messenger of Peace action report pages of scout.org

The resource was created by Colm Kavanagh Programme Development Co-ordinator - Messengers of Peace.

The resource is based on original research conducted by Jesús Arenas - Inter-american Region WOSM

Comics have been devised by Colm Kavanagh and Maurice Pierce.

Illustrations by Maurice Pierce www.illustratorsireland.com/portfolios/gallery/maurice_pierse

This resource is primarily designed to be used by Scouts and Guides who are members of WOSM or WAGGS but in fact any group of young people can use this resource - if it helps to highlight the destructiveness of bullying and leads young people to positive action.

If groups other than Scouts and Guides use this resource they should acknowledge - WOSM and Messengers of Peace.

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Messengers of Peace welcomes feedback as groups engage with the resource - future corrections additions and amendments will be made with reference to feedback received.

Groups are invited to report their actions on www.scout.org on the messengers of peace area.

BEING HUMAN

Humans are complex beings –we can achieve great things using our creativity, inventiveness and brain power. Throughout our existence we have also created complex societies and cultures and explored beyond our planet, to discover new worlds. An essential feature of being a human being is living together with other people. Unfortunately, this activity has its positive and negative aspects. Power within a social structure is a very fine balancing act and can quickly be tipped in either direction.

As humans, we naturally seek power to influence the behaviour of other people towards us or our community. However, we are essentially followers and seek leaders to guide and direct us, in doing so, we empower or pass on power to those chosen leaders.

Living is an interaction with others and these interactions affect the lives and mental states of each party and this can have positive and negative impacts on our lives. We all learn from these interactions - the positive ones make us feel happy and secure and our mistakes can lead to improvements, growing and strengthen our personalities as a result. However, sometimes our interactions have such an effect that we submit to a superior power and open ourselves to be bullied or over powered by others and an unbalance is created leading to unhappiness and despair.

Bullying is an ever present human trait and as long as it is allowed to foster it will never be subdued. Everybody has the ability to be a bully in our quest for power of every kind; we naturally seek to keep others down so we appear to be on top/better or superior. The counter balance to bullying is friendship, understanding, kindness and caring for others. Leadership and positions of power should be bestowed on others – a collective response rather than taken by aggression and fear.

So society and living together as humans is not an easy task and requires a set of human qualities to make it work, in such a way, that everyone lives a happy and productive life.

A key point to consider is that it is very easy to be a victim of a bully and also to be a bully and be part of a bullying routine or action.

What make a bully

This is a key societal question and not easily answered as many factors can be at play – seeking power over others is a key feature, but what causes this action to go to extremes? What are the tipping points?

Studies have pointed to a few area of consideration

- Greed and envy
- A culture existing that is based on winning and achieving at all costs
- A culture of acceptable violence and threat
- Lack of standards in how we treat other people
- Negative behaviour is more praised and admired than positive behaviour – evident in TV and movie themes for example
- Family issues and home environment, numbers in a family and family interactions
- Social rejection or a history of being bullied by others
- Having power and exercising it incorrectly or to extremes
- Social status, social class systems, and education can be a factor (power over others)
- Lack of friendship and caring traits and attitudes - absorbed in the 'me'

Facts on bullying:

Imbalance of power.

Typically those who engage in bully-like behaviours use their strength, popularity or power to harm, control or manipulate others. They will usually target those who are weaker in size or may have a difficult time defending themselves.

Intent to cause harm.

A bully is a person who **does not** do things by accident. The bully intends to physically or emotionally injure a person or group of persons.

Repetition.

Typically incidents of bullying are not a one-time thing. Bullies target the same person or group over and over again.

(Sources: mychildsafety.net, <http://www.stopbullying.gov>)





Bullying is everyone's problem

Bullying is a problem for everyone and we all have a part to play in reducing its effect. This exploration pack will present a few introductory games designed to discover how we categorize different types of people and two stories – in comic format – showing and exploring the impact of bullying on the lives of young people. Through these exercises, stories and follow-on discussions you can explore how these situations arise and how they can be resolved.

Friendship, in its truest form, is a key solution to this problem. As friends, we are equals and through friendship we protect and guide each other's actions. Bullying is essentially an attack on an individual by another, sometimes supported or cordoned by a group or followers. It is easy to be a follower and take part in the laughter of the moment or suppression of another person as you are one step removed but essentially you are as much a bully as the person heading this action.

Bravery is a key trait that is required of everyone plus your beliefs in your ability to stand up for what is right and protect those who are vulnerable to attack.

Kindness to others and a love for others is a skill learned by experience and the practice of doing good for others provides a wealth of positives within your life.

This exploration pack

The pack contains a number of exploratory games to discover attitudes bias and difference and two comics that present two different stories:- one related to physical bullying and the other related to cyber bullying. There is no dialogue within the comic and they rely on the facilitator or leader of this exploration to tell the story with the comics acting as a visual aid.

Young people will know these situations from their own lives and can imagine the situations, conversations, feelings and emotions that exist within the imagery portrayed.

Each story is different but between each of the stories various issues are explored.

The comics are supported by a series of incident or frame cards (time frames or instances within the story). These are used to explore through dialogue within small groups what is actually going on. Each group will also explore these incidents from a number of perspectives so as to discover the story and bullying from the point of view of the bully and the victim and to internalise how they think about things.

Ultimately, the aim of this exploration is to lead to actions of some kind and the elimination of bullying within their lives.

There are no ideal answers or solutions as every discussion will be different. Within each group there will be bullies and victims. There will also be leaders and 'followers' so the mixture of people will provide many different perspectives on the issues highlighted.

The skill of the facilitator/leader will be to draw out from each group their discussions, conclusions and ideas for action.

An exploration exercise will probably last an 90 minutes.

Duty of Care

Bullying is an emotive subject matter and in introducing these discussions into your group it is very important that a number of steps are undertaken before the activity begins.

Firstly, the group should be informed at least a week before the event that the activity will take place and that the nature of the activity will involve group discussion and self discovery. Through the exercises the participants will discover things about themselves and others that might be upsetting and emotional.

Secondly, only trained facilitators and leaders should run this activity. Others can assist but the facilitator/leader is in control.

Due to nature of the discussions there is a possibility that it can stir up deep emotions and personal situations that could upset people. While it is not the intention of this activity to upset anyone; the subject matter is such that someone might discover some deep emotional experiences and need to be cared for.

It is vitally important therefore that all facilitators/leaders have undergone child protection training and practice two deep leadership principles. If a situation arises it should be possible for the young person to be taken aside from the main group. The group should also be aware that if issues come up that they are uncomfortable about or need more discussion/guidance that a leader can direct them to suitable people in authority.

The sole aim of this activity is to heighten awareness of bullying and the actions of everyone that can compound such activity. Often people are unaware of the deep hurt people experience from thoughtless comments or actions. These actions can be deliberate or without malice but the receiver can experience them in many different way. Friendship and caring for others is a key learning outcome of this activity.

By highlighting the many issues associated with the act of bullying it is hoped that this activity will cause reflection and behavioural change resulting in a happier environment for all.



Setting up the discussion space

You will need copies of the comics for all participants – these can be printed or they could be displayed on boards or projected onto a screen using the PDF's provided.

You will also need a set of incident cards for each discussion group/team (ideally scout patrols/teams – 6-8 people).

Each group will also need a spinner card, pencil and paper clip

The space used should be comfortable and can be either an indoor or outdoor space.

You will also need a flip chart or pin board on which key points raised or actions suggested can be displayed for the whole group.

Leaders/facilitators need to be familiar with the story so that they can tell the stories with conviction and make them real in the minds of young people. They also need to be familiar with the incident cards and the possible outcomes of using these incidents so that, in the review phase, learning can be exacted.

Step 1 - get ready and set up the exploration space

Step 2 – form small discussion groups (use patrols/small teams ideally)

Step 3 - set up the initial exploration by playing one or two of the discovery games. These can be played in a wider group situation. At the end of the games form a circle of everyone and have a quick review of what the group has learned from the games. If you wish you could put key words related to learning during the short review on a flip-chart.

Step 4– Return to small groups and give each group the first set of incident cards related to the Rescue comic...turned upside down or contained in an envelope. Ask groups not to look at or open envelope till you have asked them to do so.

Step 5 - introduce the Rescue comic and give each participant copies to explore.

Step 6 - tell the participants the Rescue story (as you wish) in your own way and NOT by reading it from the leaders notes - it needs to be told in your own words. Invite comments as to how real they think the story is to them – do they identify with the situations – perhaps they have similar stories they have experienced and perhaps they can share them.

Step 7 – groups are invited to open the envelope and review the cards presented. Each group is now asked to consider a particular card with reference to the personal actions list on the 'spinner card'. Group discussions should take place for a short time before introducing another card into the discussion.

The idea is to explore the story elements...each group can choose an incident card - which has a title. The title suggests what the subject matter should be. The group then spin the paper clip to select a random personal action on the spinner card. This is the basis of their discussion for a number of minutes. If the group run out of discussion they can spin again and consider another personal action. The leader/facilitator can direct the speed of this exploration as they see fit and in tune with general group.

Two incidents within the Rescue story can be used as role play incidents (if the leader wishes to use them)

The **Conversation** card in the 'Rescue' story
The **Friendship** card in the 'Rescue' story

Step 8- The leader/facilitator should call the group to attention and provide the groups with the Trapped comic and tell this story to the group.

Step 9 - Groups are now given a second set of incident cards related to this story and invited to discuss the issues as in Step 6.

One incident within the Trapped story can be used as role play incident (if the leader wishes to use them)

The **Chaos** card in the 'Trapped' story

Step 10 - What's are we going to do about it? What are our future actions?

The leader/facilitator invites the group to submit ideas and suggestions of how we can change our behaviour or solve some of the problems they have discussed.

Step 10 The Review

The Leader/facilitator does a small review of the exploration exercise...what have people learned, what will they do in the future to change their behaviour, what are the agreed future actions of the group.

Inclusion/Exclusion

Goal

To experience the frustrations of being left out of a group or being ignored by its members and to explore the factors associated with the behaviors of insiders and outsiders.

Time 15–20 minutes

Materials

One sheet of paper for each group of five or six participants; each paper should have a large number on it (1, 2, 3, 4, 5, etc.).

Procedure

Determine the number of participants in the group and how many groups you can form with six or seven participants in each group. Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier. (For example, assume you have 30 participants in the group. That would allow for five groups of six participants in each group. Therefore, you will need to select five volunteers.)

Ask the group to wait just a minute while you take the volunteers out into the hallway. Tell the volunteers that you will be back to give them instructions in a minute.

Return to the large group and ask them to get into groups of five or six participants and form circles. It is okay if a few groups have a smaller or larger number than five. Tell the participants that the goal of each circle is to keep the volunteers from

becoming a part of their group. They should pick any subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle for example. The group members may simply ignore the volunteers and not talk to them.

Give each group a sheet of paper with the number of their group on it. Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers in the hallway. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer

and remind them that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.

Discussion

First, ask everyone to give the volunteers a round of applause for being brave enough to be volunteers for this activity. Thank them. Then lead them in a discussion of this activity.

Ask volunteers:

1. How did you feel about being excluded by the group?
2. How hard did you try to become part of the group?
3. What did you do to try to get in?
4. What did the group say or do to you to keep you out?

Ask group members:

1. How did you feel about excluding the volunteer?
2. How far were you willing to go to keep the volunteer out?

Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group.

Can you think of a time when you felt different from everyone else? Maybe

you were the only girl in a group that had all boys. Or maybe you were the only person who spoke English in a room full of people.

Who can share a time when they felt different?

What is one word that best describes how you felt when you were the one who was different? (Write these on a blank overhead or wall sheet.)

Have you ever been excluded from some group that you wanted to join?

Why did you want to join them, and how did they exclude you?

Think about some people at your school that you consider different from you or the young people you hang around with. I'm sure everyone can think of at least one person that you think of as being different. Do you have that person in mind? Raise your hand if you have that person in mind. Now, here comes the hard part: Think of at least two ways in which that person is the same as you. (Ask participants to share.) So, as you can see, although we are all unique and are in many ways different from everyone else, we are also the same in many ways.

What is the most important thing you learned from this activity?

Based on your experience in this activity, would you change any of your behaviors in the future?

How could we make it easier for outsiders to join our group?

Labels

Goal

To experience the effects of inclusion and exclusion in a simulated activity.

Time - 15 minutes

Materials

Blank mailing labels or blank nametags, cut in half. Make as many labels as you have participants.

On the labels, write, "Smile at me," "Say, 'Hi,'" "Pat me on the back," "Shake my hand," "Give me five," and "Give me an "okay" sign." Use other responses that are typical for the group.

On 10 percent of the labels, write, "Turn away from me."

Procedure

Begin the lesson by asking participants if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.

Tell the participants that you are going to give them each a sticker that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say. When everyone has a label, ask participants to get up and walk around the hall randomly. Remind them that they should not reveal what is on anyone else's label.

Let participants mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.

Discussion

Ask students the following questions:

How were you feeling?

Without looking at your label, do you know what it says? How do you know?

All of you who think you have the "Turn away from me" label, please come and stand together in front of the room. How did you feel?

Allow participants to look at their labels now.

Explain that all of us have experienced times when we felt like we were wearing a "Turn away from me" label —when we felt left out or targeted. However, some groups experience this more than others, even regularly. What are some of the groupings in your group that get targeted or left out? What groupings in society seem to have a "Turn away from me" label on them? (Some examples include people with disabilities, people of a different religion, people of a different race, people who speak with an accent, and underprivileged people.)

Remind them that no one said anything negative to them; it was just in our nonverbal communication—our body language and our expressions. Without words, they got the message.

Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and nonverbal expressions as well as our words.

End with the following additional questions:

What can we do to change our nonverbal behavior to help everyone feel included?

What do people from groups that are left out or excluded sometimes do? (Sometimes they get together and form their own groups and isolate themselves; perhaps this happened during this activity.)

Any new thoughts about why members of excluded groups act in society the way they do?

Any new insights on how being in an oppressed group feels?

Potato friends

Goal

To help youth eliminate stereotyping and recognize the uniqueness of each individual.

Time - 20–30 minutes

Materials

A brown paper bag, one potato for each participant, and one potato for the facilitator

Procedure

Select one potato for your demonstration and have a story in mind to describe your potato to the class. Hold up your potato in front of the class and say,

“I have here a potato. I don’t know about you, but I’ve never thought that much about potatoes. I’ve always taken them for granted. To me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren’t a lot like people.”

Pass around the bag of potatoes and ask each participant to take one potato. Tell each participant to “examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your ‘friend’ to the group.”

After a few minutes, tell students that you’d like to start by introducing your “friend” to them. (Share a story about your potato and how it got its bumps.) Then tell participant that the group would

like to meet their friends. Ask who will introduce their friend first. (Ask for several, if not all, to tell the group about their potatoes.) When enough participants have introduced their “friends” to the class, take the bag around to each person. Ask them to please put their “friends” back into the bag.

Ask the class, “Would you agree with the statement ‘all potatoes are the same’? Why or why not?” Ask them to try to pick out their “friend.” Mix up the potatoes and roll them out onto a table. Ask everyone to come up and pick out their potatoes. After everyone has their potatoes and you have your “friend” back, say, “Well, perhaps potatoes are a little like people.

Sometimes, we lump people of a group all together. When we think, ‘They’re all alike,’ we are really saying that we haven’t taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends.”

Discussion

Ask participants to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

Young people in a different clothes

Young people who live in different parts of a town

Young people of a certain religion

Young people who don’t play sports

Young people who like technology and computer games

Young people from a certain racial or ethnic group

Young people who live in rural settings

Young people who live in the city

All of the girls

All of the boys

Use groups that are relevant and meaningful for the group you are addressing.

Discuss answers to the following questions:

1. When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?

2. Do you know a lot of people from the groups we tend to lump together?

Do they all fit the stereotype?

3. Why are stereotypes dangerous?

The Incident Cards

The incident cards present key changing features of the story. Each incident card shows the reference frames from the comic and a title word.

In the Rescue comic the seven key words are

Death, Different, Confused, Friendship, Conversation, Appreciation, Opportunity

In the Trapped comic the seven key words are

Temptation, News?, Speed, Chaos, Despair Strength, Release

The spinner presents six personal actions or states

Kindness and caring
Friendship
Advise
Control situation
Help
What would you do?

Death

The Death card should be presented in the context of 'what would drive a young person to consider suicide'

Different

The Different card should be presented in the context of what 'attracts' a bully to a person and why people who are different are prone to be bullied.

Confused

The '**Confused Card**' should be presented in the context of noticing detail of people behaviour. In the story - the climbers would be wondering what a

young person would be doing standing at the top of a cliff in bad weather - so they are curious but they also know all is not well with the young person.

Friendship

The '**Friendship Card**' should be presented in the context of caring for others. How are friendships created and maintained. The safety of friendship and the 'freedom' of interaction within a friendship

Conversation

The '**Conversation Card**' should be presented in the context of conflict resolution. The power of dialogue to solve problems and create peace

Appreciation

The '**Appreciation Card**' should be presented in the context of welcoming difference and personal skills. It should also be considered in allowing people to grow and develop those skills with a friendship lead community or group.

Opportunity

The '**Opportunity Card**' should be presented in the context of the quantity and quality of opportunities that can exist in a happy, friendship lead and shared environment.

Temptation

The '**Temptation Card**' should be presented in the context of 'do I' or 'do I not' and consequences for actions

News?

The '**News Card**' should be presented in the context of - what is news and what is gossip and the truth and context of the information presented.

Speed

The '**Speed Card**' is presented in the context of modern technology and the internet - in particular - the speed at which information can travel and be exchanged in a modern environment.

Chaos

The '**Chaos Card**' is presented in the context of the extent to which unrelated people become involved and how it impacts on their lives.

Despair

The '**Despair Card**' is presented in the context of the effect of pressure, victimisation and bully behaviour affect your personal happiness and psychological state and open up dark thoughts and actions.

Strength

The '**Strength Card**' is presented in the context of having or developing a personal strength. Can we control our lives in a digital age and how do we do this.

Release

The '**Release Card**' is presented in the context of the need to be 'connected' all of the time and the need to have alternative activities and life style and connecting with real friends in real life.

The stories

Rescue

This is a story about a young person called Sam. Sam is a creative person and likes to draw and sketch all sorts of subject matter. He constantly has a pen in his hand and is sketching or developing ideas in his journal – which he carries with him all the time. As he says to himself – you never know when the inspiration will come so I have to be ready to get it down on paper. So Sam is a quite kind of guy who keeps to himself and is locked in his own world with few real friends.

He stands out from the crowd and this draws attention to him in particular a group of bullies that pick on him daily at his school. Going to school is becoming a daily nightmare. Other students in the school are afraid of these bullies too as they are tough individuals and other students just want to get on with their lives avoiding the bullies at all costs.

It is against this background of nightmare and despair that Sam is now considering ending his life. He makes his way to a local landmark – a sea cliff.

‘It will be easy to throw myself over the edge and end all of this’, he says to himself.

The weather begins to turn as he makes his way to the location reinforcing the doom and gloom of his present predicament. He is alone, cold and wet. As he nears his decision he begins to reflect on his life reaching for the love of his life his journal of sketches and future art pieces. The wind gathers and blows some of the leaves from his journal and even at this stage everything is been robbed from him. It’s time to go!! And he moves towards the edge.

Hey!!!!...Help!!!, a cry from below him – he is startled.

What is going on? As he looks below he see some rock climbers on the cliff climbing up towards him. They seem in trouble. Again the climbers call to him and ask him to help by catching their rope and pulling them to safety as



the weather turns for the worse. He forgets his purpose for been there and responds to the call and pulls the guys to safety.

‘Thanks a lot – you just saved our lives’.

As the climbers gather their gear and proceed to make a shelter they wonder why Sam should be present at the top of the cliff in their time of need.

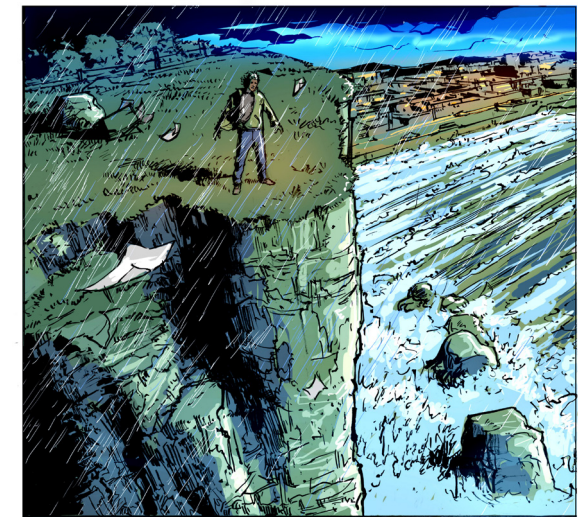
Sitting under the shelter together they discover Sam’s plight and discover his sketches and creative skills. John and Paul are Scouts and keen rock climbers they know that they have come across Sam in strange circumstance. They know and sense that they need to get him away from this situation and to a safer spot. A friendship and trust develops under the shelter as they wait for the weather to change.

Sam’s spirits are lifted and he returns home – taken from the edge of death.

The next day is the first day of the rest of his life and he is uplifted by his experience the night before. However, as he turns the corner to school his nightmare quickly returns. Just as the horror enters his mind around the corner arrives his new friends – John and Paul, who quickly step forward to protect Sam and inter vine in any interaction. The conversation is difficult and threatening, John and Paul stand firm and tell the bully gang to ‘step aside... from now on you deal with us – Sam is free of your attention’.

John and Paul escort Sam into the classroom and immediately relate the story of Sam’s heroic act the night before and how he saved the lives of John and Paul. Sam is now the school hero. Over the next few weeks Sam is invited to become a scout and his whole life changes. He makes new friends and his talents are quickly recognised as he undertakes to do new logos for T-shirts and become the scout troop photographer and graphic artist.

Sam’s life was changed to a chance encounter at his darkest hour – friendship turned his life around, he found a new way to explore and develop his talents... he was rescued.



The stories

Trapped

This is a story about Maria and how a simple action turned into a big mistake.

Maria likes Jose the best friend of her brother Raul and would really like to be his girlfriend if only she could distract him away from his game console. Jose and her brother Raul play games every day in her house so she has got to know him over a long period. He is interested in her but the game console has more of his attention.

A new game that her brother recently bought has a young girl as the heroine. The boys are strangely attracted to this animated female figure. 'What has she got that I don't have?' questions Maria in her mind, and then she decides to show him that she is more attractive and should have his attention.

In a moment of madness she decides to take a picture of herself that she will send to him later in the evening when he is at home alone. When Maria sends the message Jose is not at his phone and his sister Lola sees the picture flash on the screen of his phone. She is curious and has a look.. 'Wow !! what a picture and she is trying to become my brothers girlfriend'. This is real 'juicy gossip' to Lola and she very quickly posts the picture to the internet...it's only a bit of fun she thinks.

Within a few minutes and hours the picture of Maria has travelled the internet and has been passed on by others in a network of interactions. The next morning as Maria entered her school she notices that she is the centre of attention and comments –



'What is this all about?' she questions until she sees her picture pinned to the notice board. '

What has happened!!! Jose has betrayed me!!.

The school principle is not at all happy about the picture on the school notice board and calls Maria's parent to the school as he plans to suspend her from the school for her acts. The honour of the school is at stake and he as principle cannot allow this type of action or activity to exist in his school.

Maria's parents are shocked and stunned at how stupid their daughter has been in her actions, they raised her to be a morally good person. This action has brought great shame

on their family.

The whirlwind of conflict, accusations and counter accusations ensue and Raul and Jose start fighting and friendship is lost. Maria's parents are fighting constantly about the situation as it escalates out of control.

Maria retreats and drifts slowly and slowly into a state of despair and hopelessness –

'What can I do? Why was I so stupid? '

Strange and dark thoughts enter her head as she sees no solution to this situation. This is not what her life is all about and she suddenly wakes up to the possibility of what she is contemplating.....

'No! - this is not what my life is about'

It's time to change things. She is determined to get her life back- a life that was stolen from her. Yes she made a

mistake but everyone makes mistakes but she is going to learn from them and become stronger.

With renewed determination goes to the garage and gets a hammer. Her direct stare determination scares her family as she comes into the family room to collect her electronic devices.

'What is she up to' they inquire

'It's time to end all of this, I want my life back' she shouts as she breaks up all the devices.

Her family are amazed but also supportive of her actions. Sometime later Lola comes calling to see Maria.

'Maria, I have been a fool, it was me who sent the picture. I was not thinking of how it would affect all of our lives – I do hope you can forgive me and we can be friends again.'

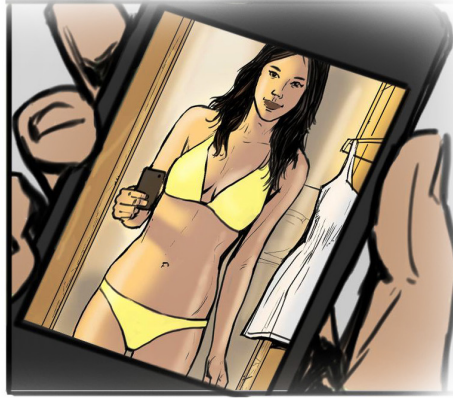
Maria, is now a stronger person and what has happened has been a big mistake but a life changing learning event.



Incident Cards

The following pages should be printed out, cut in half .

A set is required for each discussion group.



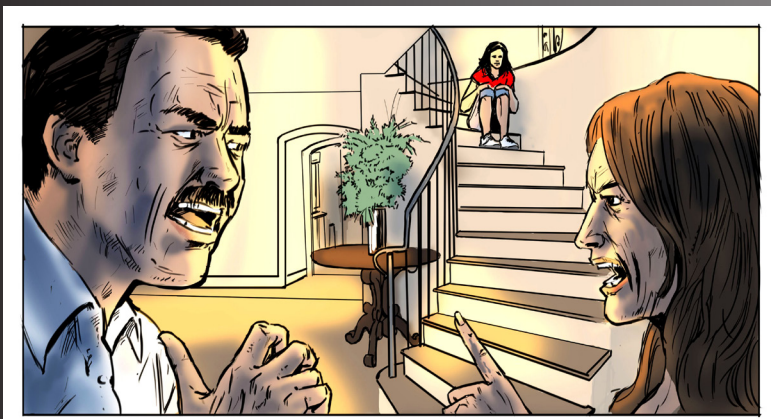
Temptation



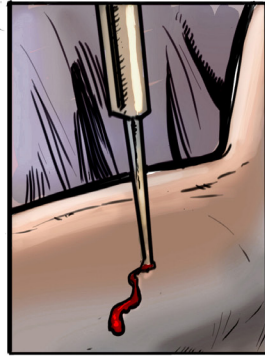
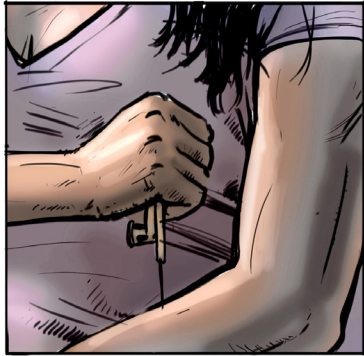
News?



Speed



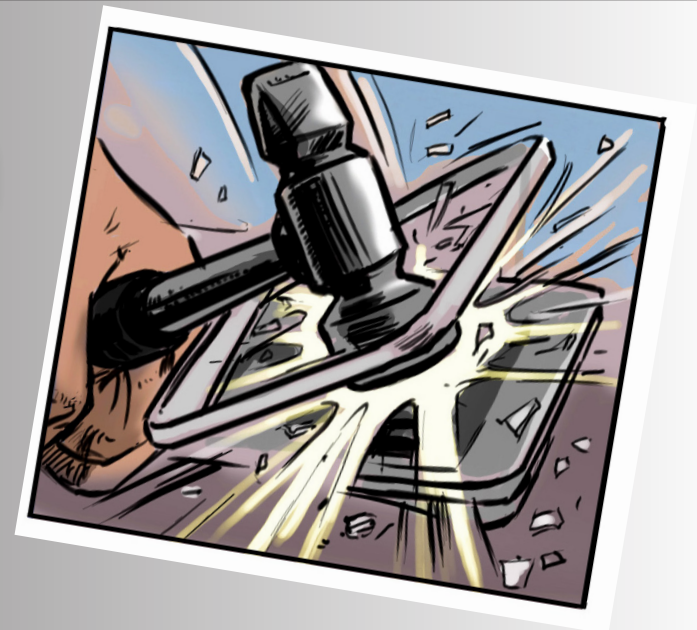
Chaos



Despair

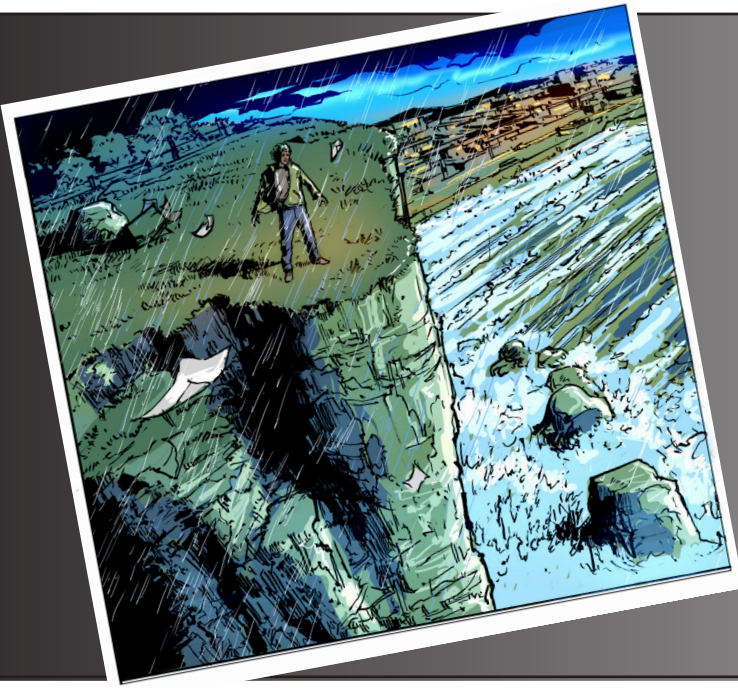


Strength





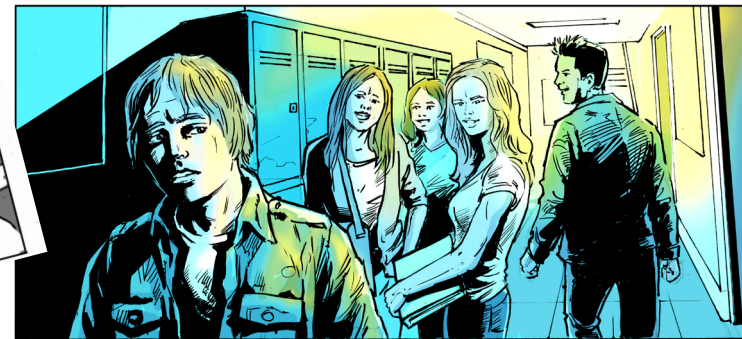
Release



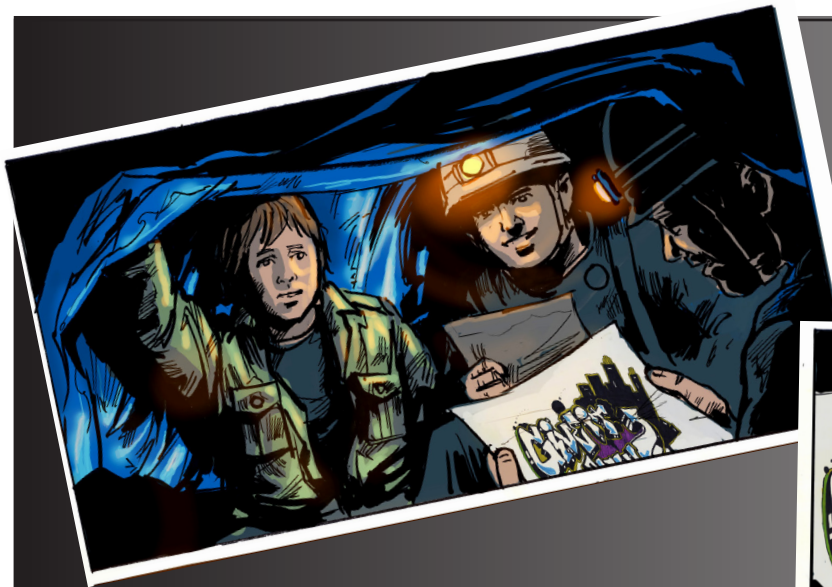
Death



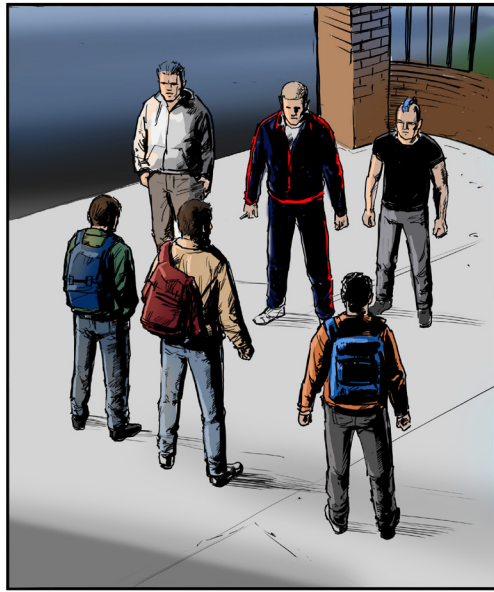
Different



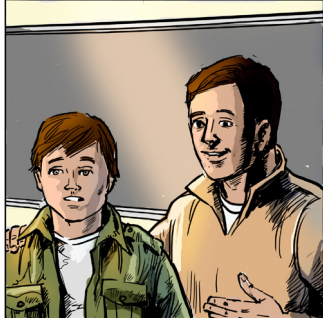
Confused



Friendship



Conversation



Acceptance



Opportunity

The Personal Action Spinner

Place the paper clip in the centre of the spinner.

Place the pencil point in the centre of the spinner through the end of the paper clip so it spins freely around the pencil point.

Flick the paper clip with your finger, it will spin and rest randomly on a subject area of the spinner card.

